

TCAT Crossville

2021 Governor's Investment in Technical Education (GIVE 2.0)

"Building" the Construction Workforce in a Rural, Distressed County

TCAT Crossville IN PARTNERSHIP WITH:

Southeast Workforce Development Agency, TCAT Crossville,  
Bledsoe County High School/Bledsoe County School District, Tennessee Pathways  
The city of Pikeville, Bledsoe County School System, Scott Haston HVAC Services, Turner  
Refrigeration

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Funding requested:

\$350,000.00

DocuSigned by:

*Cliff Wightman*

9/16/2021

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Cliff Wightman

President TCAT Crossville

DocuSigned by:

*William Bruce*

9/16/2021

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William Bruce

Project Director TCAT Crossville

## “Building” the Construction Workforce in a Rural, Distressed County

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## “Building” the Construction Workforce in a Rural, Distressed County

### Summary of Proposal

The purpose of this proposal is to demonstrate the need for expanding the existing construction program and developing a Mechanical, Electrical, Plumbing program at Bledsoe County High School. The current need for technical skills is in high demand. Creating a desire in a student early in secondary education level to learn beyond twelfth grade is essential. Dual Enrollment allows the student to explore and decide what they feel is their desired occupation. Currently, the labor force is in demand of employees with technical skills. TCAT's are designed to give training that enhances students to become technicians. By creating a pathway between secondary and post-secondary educational partners; Bledsoe County High School, TCAT Crossville, with cooperation with industry partners like Turner Refrigeration and Scott Haston HVAC Services, can develop an MEP program that will help fulfill the needs and goals of Southeast Tennessee's workforce by providing trained students.

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### **Demonstration of Need**

The need for developing a workforce nationwide has widely been expressed by major companies and local authorities. All sectors require qualified employees to meet the high demand for skilled workers. One way to meet this need is developing partners in education that will allow students to expand their education and skill competencies. Aligning K12 education partners with Higher Education partners benefits the student by creating a pathway for just that. By expanding the Dual Enrollment Mechanical Electrical Plumbing (MEP) program at Bledsoe County High School with TCAT Crossville, a pathway will be created for students to gain the required skills and confidence while in high school to create the driving desire to continue their education with a familiar facility and complete a program gaining a certificate or diploma from a higher education entity.

For decades, the main thought was that all students needed a college degree to be successful. Plus, Industry does not survive alone with traditional academic-degree workers. This placed a burden on companies to train entry-level employees to certain standards. With technology developing in all sectors of industry, companies are looking for persons that have technical skills. These skills are obtained from technology training, that starts with high school students. TCAT's are designed to do just that, with hands-on training and technical theory, students completing their programs gain the technical skills within that discipline.

Bledsoe County has an above-average high school graduation rate of 92.6% compared to the rest of Tennessee's 89.1% (TDOE, 2021). While this is a substantial number, the number of college-going students falls below the state average with Bledsoe at 58 % and Tennessee at 61.8% (TDOE, 2021). Building a bridge between Bledsoe High School and TCAT Crossville

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would create a drive within students to continue their education after high school. This proposal allows a student to pursue four areas within one program eliminating that one specialty but developing a multi-trade student.

Bledsoe is at the north portion of the southeast region of Tennessee as per the Tennessee Department of Labor and Workforce Development. Many students from Bledsoe County currently attend TCAT Crossville. Expanding on the current construction program at Bledsoe County High school with a Mechanical Electrical Plumbing (MEP) program will develop students into the construction field and, include the three support service technologies as well. According to the Tennessee Department of Labor, the Upper Cumberland region of Tennessee has a high demand projected growth in two areas that this MEP program would help fulfill: Heating, Air Conditioning, and Refrigeration Mechanics and Installers, and Plumbers, Pipefitters, and Steamfitters (TN Department of Labor and Workforce Development, 2021).

Expanding an MEP Program between Bledsoe High school and the TCAT Crossville will develop students that are ready to fill the workforce with skills to fulfill the labor market needs. TCAT Crossville’s objective with this proposal is to *“Train local students to be technicians that serve local people and beyond.”* This GIVE 2.0 will allow the partners of this proposal to create a driving desire at the secondary education level and then allow the student to continue at a familiar facility for higher education. This proposal will create a pathway of having equipment that is similar at both institutions decreases the anxiety of the students that decide to further their education and increases the chances of the student to continue education beyond the secondary level.

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Additionally, with the growth of the housing market and industry demands, an MEP program would be helpful in this area of Tennessee. The current statistic shows that HVAC and plumbing are two of the five high-demand jobs in the Southeast section of Tennessee (TN Department of Labor and Workforce Development, 2021, p. 27). Currently, a listing shows there are over forty jobs available in the region near Pikeville (TN.GOV, 2021). Another report shows that Electrical, Industrial and Mechanical Technologists are in high demand within the state of Tennessee (TNEDC.com, 2021, p. 22). The MEP program allows for the start of development of these in-demand skillsets at the early stage within a student’s education.

## Program plan

This program plan proposal is for expanding the current Building Construction program at Bledsoe County High school to becoming a Mechanical Electrical Plumbing program (MEP). Since the program is expanding on a program already in progress, any remodeling or on-site construction will be done to minimize disruption to current learning activities. Any retrofitting, remodeling, or construction that can be used as a teaching moment will be completed, if possible so students have the possibility of learning and “owning” their project.

For any training program, location, equipment, and curriculum are the main needs to be addressed and decided on in the initial stages of planning. Bledsoe High School currently has a location for this program to expand into. After receiving the awarded proposal, the GIVE 2.0 team of Bledsoe including TCAT Crossville lead entity, Bledsoe High School as secondary education entity, Southeast Workforce Development representative Michele Holt, with industry partners; Turner Refrigeration, and Scott Haston HVAC Services, and assistance from Cydnie Strahan from TN Pathways, will first address the curriculum and equipment that will allow

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students to gain the most from the program. Following the input from industry partners, the program will be based on their recommendations. TCAT Crossville President Cliff Wightman and project coordinator Bill Bruce along with Bledsoe County High School CTE director Steve Reel and instructor Terry Van Winkle will evaluate training equipment that will best fulfill the needs of the students and industry partners. This portion will be done during the first two months after the award is received.

Once the equipment is decided on, the next would be to train the instructor on the equipment and associated curriculum that is provided with the equipment or required by the Tennessee Department of Education. The equipment that will be purchased using GIVE funding will be per the industry partners' request. The NC3 certificates and required equipment for them align with needing basic electrical and control training as requested by industry partners. Depending on the equipment certain dates are given for “Train the Trainer” events. The instructor will be provided those dates as soon as possible so arrangements can be made.

Since the current school year is in place and schedules are fulfilled, this program would not take effect till the start of the 2022-2023 school year at Bledsoe. The High School will need this time to adjust schedules, promote the new curriculum, and have time to implement the changes. By doing this, data can be recorded so information about this program can be compared to see if it is generating students that continue their education beyond high school. One goal of this program is to increase higher education attendance to support the Drive to 55 higher education campaign.

Over my career in education, one thing I notice is developing a skillset early allows a student to become familiar with a career and create a drive to continue their education. Time set

## “Building” the Construction Workforce in a Rural, Distressed County

aside to allow promotion of the program will allow all populations of the student body to ask questions to become familiar with the activities of the program. Some promotion time is geared to those populations that are normally not in this profession and showing them that no matter their gender or race, anyone can create a positive career within these professions.

One aspect of promotion will be certain parts of work-based learning. Before the end of the 2021-2022 school year, letting students meet the industry partners early will allow students to become familiar with the industry partners. Bringing in industry partners to talk and discuss the program will generate interest among students. Work-Based Learning will be comprised of in-person talks, field trips, and CO-OP opportunities. Because of safety concerns and liabilities, CO-OP and on-site visits will be controlled by the K12 and industry partners' discretion. There will be an industry “Show and Tell” and school field trips at a minimum of each trimmest depending on the availability of industry partners. The following figure reveals the proposed timeline of the project.

Figure 1

Process	Duration	Start Date	End Date	Notes
Submit LOI	1 Day	Thursday, August 5, 2021	Thursday, August 5, 2021	Successfully submitted LOI
Waiting for approval	5 Days	Friday, August 6, 2021	Thursday, August 12, 2021	LOI excepted
RFP training	1 Day	Thursday, August 12, 2021	Thursday, August 12, 2021	
RFP development	25 Days	Friday, August 13, 2021	Thursday, September 16, 2021	Submit RFP for approval



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Selection process	36 days	Thursday, September 16, 2021	Friday, November 5, 2021	This is just a date set for project purposes. Not a real date
Training for RFP	1 day	Tuesday, November 9, 2021	Tuesday, November 9, 2021	
Proposal and contract issued	900 days	November 15, 2021	May 15, 2024	30-month contract
Equipment discussion	25 Days	November 16, 2021	December 16, 2021	decide on equipment and get bids from vendors
order equipment	180 days	Tuesday, December 7, 2021	Wednesday, March 17, 2021	receive equipment
instructor training	5 Day	December 8, 2021	December 13, 2021	discuss dates for training Jan 31- Feb 4, April 25- 29, 2022
Set training dates	1 day	Monday, December 13, 2021	Monday, December 13, 2021	
develop curriculum	45 days	Monday, January 10, 2022	Wednesday, February 16, 2022	time to layout curriculum and have a base
renovate space	150 Days	Wednesday, January 12, 2022	Monday, May 16, 2022	If possible, to do with current students
install new equipment	120 days	Monday, March 21, 2022	Thursday, July 21, 2022	depending on receiving of equipment
promote new program	200 days	Monday, January 31, 2022	Monday, August 1, 2022	promote the adding of equipment, renovation of the area, curriculum
Start new program		Tuesday, August 2, 2022		Hope all is done and ready for new students🤔🤔🤔🤔🤔🤔🌴🌴🌴

Currently, TCAT Crossville and Bledsoe have a relationship with Dual Enrolled students. Each entity visits each other and helps with any problem that arises between them. Campus tours of TCAT Crossville are urged to all DE Students. With this proposal, TCAT Crossville will encourage the direction of training and build a stronger bond with Bledsoe County High School.

## “Building” the Construction Workforce in a Rural, Distressed County

As for all programs, an advisory committee will be formed and advised to meet the requirements of Bledsoe High School and hold the program to TCAT Standards. Bledsoe CTE Director and TCAT Coordinator will meet at least every semester to discuss the development of this proposal. During these meetings, industry partners, Workforce development, and Southeast pathways coordinator will give input on what they can see needs to be changed and any additional equipment added.

## Strength of Partnership

Having key team members with diverse backgrounds and roles gives the proposal a sturdy base. Because of the strong partnership between TCAT Crossville and Bledsoe County High School, this program will only fabricate a stronger partnership. Building together and utilizing the skills and data from Southeast Workforce Development and Tennessee Pathways the program will be capable of adjustment to coincide with changing demands to the workforce needs. Also, having industry partners; Scott Haston HVAC and Turner Refrigeration that have input allows for collaboration of the data and having the “real” workforce drive what skills are needed in the workforce. This program is designed to gain the interest of the student and encourage them to continue a path to gain extra education past their high school years.

TCAT Crossville is the higher education entity of this project. TCAT Crossville has the responsibility to ensure the curriculum, equipment, and instructors, all meet Tennessee education requirements and the proposal guidelines. Receiving information from the Southeast Workforce Development Agency, Tennessee Pathway, and industry partners will guide the path of this program. The outcome of this program will be “training local technicians to serve local people.”

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Bledsoe County High School in conjunction with the Bledsoe County School District is the secondary education partner of this proposal. As the focus of this proposal, they are to provide space, input, instructor, and promotion of this proposal. Their campus will be the location where this expansion is going to be. Currently working with students and having that relationship will allow BCHS to reach students and promote the program with work base learning activities and invitations of industry partners, TCAT to come to speak about the program.

A team is not successful without the input of data. The Southeast Workforce Development Agency and Tennessee Pathways are a perfect fit for gaining purposeful data or what can be called “surveillance information.” This information predicts outcomes and illuminates pathways that the local workforce is developing. These agencies will give the guidance needed to have a successful program.

A program that is designed to fulfill the needs of the local workforce will fail without any input from the workforce itself. That is why industry partners are so important to this proposal. This proposal and expansion of the Mechanical Electrical Plumbing program at Bledsoe High School would not be possible without the partnership of Turner Refrigeration and Scott Haston HVAC services. These partners provide valuable information about details of what needs to be included in the training, so students have a chance to be successful in the workforce.

## **BUDGET PLAN**

The following is an illustration of the budget for this proposal. With the current availability and volatility of pricing, some items may seem high but since there is no quote available these are current suggested prices.

## “Building” the Construction Workforce in a Rural, Distressed County

Figure 2

### GRANT BUDGET GIVE Program Competitive Grant

The grant budget line-item amounts below shall apply only to expenses incurred during the following  
Applicable Period: BEGIN: 11/15/21 END: 05/15/24

#### POLICY 03

#### Object

Line-item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY 1	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1	Salaries and Wages	\$0.00	\$0.00	\$0.00
2	Employee Benefits & Payroll Taxes	\$0.00	\$0.00	\$0.00
4	Professional Fees	\$0.00	\$0.00	\$0.00
5	Supplies	\$259,755.00	\$0.00	\$259,755.00
6	Telephone	\$0.00	\$0.00	\$0.00
7	Postage and Shipping	\$0.00	\$0.00	\$0.00
9	Equipment Rental	\$0.00	\$0.00	\$0.00
10	Printing and Publications	\$4,000.00	\$0.00	\$4,000.00
11	Travel	\$7,000.00	\$0.00	\$7,000.00
12	Conferences and Meetings	\$3,180.00	\$0.00	\$3,180.00
15	Grants and Awards	\$0.00	\$0.00	\$0.00
18	Non-personal Expenses	\$0.00	\$0.00	\$0.00
19	Capital Purchases	\$76,065.00	\$0.00	\$76,065.00
22	Indirect Cost	\$0.00	\$0.00	\$0.00
24	In-Kind Expense	\$0.00	\$0.00	\$0.00
25	Total Expense	\$350,000.00	\$0.00	\$350,000.00

## Sustainability

This proposal is for expanding a current program. The program currently is funded by the fiscal year school budget. Since there is no new employee needed, salaries are already accounted for in the existing school budget. The only additional loads the expansion will cause are the use of consumables and fees for industry certificates for OSHA 10 and EPA 608. Bledsoe County Schools and TCAT Crossville are going to adjust budgets to cover these additional costs. If this proposal is approved and after the thirty months of funding has been exhausted, Bledsoe County

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Schools and TCAT Crossville are going to line items in their future budgets to cover the cost to sustain this proposal.

## “Building” the Construction Workforce in a Rural, Distressed County

### Appendix A- Program Plan

Process	Duration	Start Date	End Date	Notes
Submit LOI	1 Day	August 5, 2021	August 5, 2021	Successfully submitted LOI
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develop curriculum	45 days	January 10, 2022	February 16, 2022	time to layout curriculum and have a base
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# “Building” the Construction Workforce in a Rural, Distressed County

## Appendix B- Budget Plan

### GRANT BUDGET GIVE Program Competitive Grant

The grant budget line-item amounts below shall apply only to expenses incurred during the following  
Applicable Period: BEGIN: 11/15/21 END: 05/15/24

#### POLICY 03

#### Object Line-

item Reference	EXPENSE OBJECT LINE-ITEM CATEGORY 1	GRANT CONTRACT	GRANTEE PARTICIPATION	TOTAL PROJECT
1	Salaries and Wages	\$0.00	\$0.00	\$0.00
2	Employee Benefits & Payroll Taxes	\$0.00	\$0.00	\$0.00
4	Professional Fees	\$0.00	\$0.00	\$0.00
5	Supplies	\$259,755.00	\$0.00	\$259,755.00
6	Telephone	\$0.00	\$0.00	\$0.00
7	Postage and Shipping	\$0.00	\$0.00	\$0.00
9	Equipment Rental	\$0.00	\$0.00	\$0.00
10	Printing and Publications	\$4,000.00	\$0.00	\$4,000.00
11	Travel	\$7,000.00	\$0.00	\$7,000.00
12	Conferences and Meetings	\$3,180.00	\$0.00	\$3,180.00
15	Grants and Awards	\$0.00	\$0.00	\$0.00
18	Non-personal Expenses	\$0.00	\$0.00	\$0.00
19	Capital Purchases	\$76,065.00	\$0.00	\$76,065.00
22	Indirect Cost	\$0.00	\$0.00	\$0.00
24	In-Kind Expense	\$0.00	\$0.00	\$0.00
25	Total Expense	\$350,000.00	\$0.00	\$350,000.00

Line-Item 5 Supplies that include Renovation, Classroom Consumables, teaching aids

Line-item

10 Classroom textbooks, and teaching materials

Line-item

11 Travel for both instructors to attend training

Line-item

12 Cost of train the trainer events for two instructors

Line-item Purchasing of training equipment and required test equipment This is required by NC3 to  
19 certify the program

Line-item

25 Total amount allowed to be spent on this proposal

## “Building” the Construction Workforce in a Rural, Distressed County

# Appendix C – Signed MOU

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### GIVE 2.0 Memorandum of Understanding

#### (MOU) GIVE 2021 for Bledsoe

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At a minimum, a Memorandum of Understanding included as part of this project should show an agreement among the partners of the collaborative that outlines each partner’s respective benefits, roles, and responsibilities. MOUs must be signed by all partners to be valid for the indicated purpose.

Memorandum of Understanding (MOU) outlining the partnership agreement from local and area employers outlining benefits for their industry. Entities looking to show a WBL program will give a signed MOU with each of the partnered employers supplying the proposed work-based learning experiences.

If the proposal includes two or more postsecondary partners, applicants must also send a signed MOU with the leader(s) of the partnering educational institution(s) showing interest and capacity for program participation.

This Memorandum of Understanding (MOU) is entered into by and between the following entities: TCAT Crossville, Bledsoe County High School, Southeast Workforce Development District, and industry partners; Bledsoe County Board of Education, City of Pikeville, Scott Haston HVAC Services, and Turner Refrigeration.

These entities are applying to Tennessee Higher Education Commission & Student Assistance Corporation (THEC) as group applicants for a grant award under the fiscal year (FY) 2021 Governor’s Investment in Vocational Education (GIVE). The purpose of this MOU is to show the framework through which, if the THEC approves their application, the group applicants will collaborate and articulate the specific roles and responsibilities of each applicant in implementing the approved GIVE project.

#### **I. Scope of Work**

Each applicant agrees to take part in the proposed GIVE project that is in this group application for the FY 2021 GIVE competition, conduct activities, and carry out responsibilities as may be found in that application.

#### **II. If Funded, Each Applicant Understands That It Will Be a Grantee of THEC**

Each group applicant understands that, if the group application is funded, it will be, and assume the legal responsibilities of, a grantee.

#### **III. Lead Applicant and Fiscal Agent**

TCAT Crossville will serve as the lead applicant. As the lead applicant, TCAT Crossville will apply for the grant on behalf of the group and will serve as the fiscal agent for the group in the event a grant is awarded. As fiscal agent, TCAT Crossville understands that it handles the receipt and distribution of all grant funds for ensuring that the project is carried out by the group per THEC requirements and will follow the reporting procedures described in the RFP.



## “Building” the Construction Workforce in a Rural, Distressed County

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### (MOU) GIVE 2021 for Bledsoe

#### **IV. Use of Funds**

Each group applicant that is not the lead applicant agrees to use the funds it will receive from the lead applicant under the MOU agreement following all THEC requirements that apply to the grant, including any restrictions on the use of GIVE funds in the Request for Proposal (RFP), provisions of the approved GIVE application, and applicable provisions set forth by THEC, including provisions governing allowable costs in section 4 of the RFP.

Each group member may charge indirect costs to GIVE funds awarded by THEC based on the grant funds that it receives and compels and its own approved indirect cost rate.

#### **V. Participating in LEA Responsibilities**

Each participating LEA agrees to--

1. Implement the Mechanical Electrical Plumbing program (MEP), evaluation of Work-based Learning (WBL), and other project components described in the approved application.
2. Participate, as asked, in any evaluations of this grant conducted by THEC or by evaluators working at the request of the group; and
3. Suggest material, equipment, and curriculum meet the needs of the RFP and Project
4. Upon receiving approval of the RFP, coordinating the purchase and distribution of material and equipment
5. Aid with other items that appear during this project

#### **VI. Other Members' Responsibilities**

K-12 School System agrees to--

- 1) Collaborate between all partners listed within this MOU.
- 2) The main point of contact with Industry Partners listed on this MOU
- 3) Provide information to fulfill the RFP for this project as to student interest and success
- 4) Define the goal of this project
- 5) Assist with gathering information about the needs of the community that are associated with the RFP and this project
- 6) Assist with other items that appear during this project

Pathways Coordinator--

- 1) Collaborate between all partners listed within this MOU.
- 2) Assist with obtaining the required information to fulfill the RFP for this project
- 3) Provide input and aid with completing the RFP requirements
- 4) Assist with other items that appear during this project

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### (MOU) GIVE 2021 for Bledsoe

#### Workforce Development Coordinator—

- 1) Collaborate between all partners listed within this MOU.
- 2) Assist with obtaining the required information to fulfill the RFP for this project
- 3) Provide input and aid with completing the RFP requirements
- 4) Assist with other items that appear during this project

#### Industry Partner--

- 1) Collaborate between all partners listed within this MOU.
- 2) Assist with obtaining the required information to fulfill the RFP for this project
- 3) Provide input and aid with completing the RFP requirements
- 4) Coordinate Work Base Learning activities with local K12 and TCAT personnel according to the requirements of the RFP
- 5) Assist with other items that appear during this project

#### **VII. Joint Responsibilities for Communications and Development of Timelines**

Each member of the group agrees to the following joint responsibilities--

1. Each member of the group will appoint a key contact person for the GIVE grant.
2. These key contacts will support frequent communication to help cooperation under this MOU.
3. These key contacts will work together to decide timelines for project updates and status reports throughout the whole grant project period.

#### **VIII. Working Relationship Among Group Members**

Communications will be via E-mail or on MS TEAMS. All E-mails associated with this project should be CC to the project manager/lead representative. Each team member is asked to communicate the status of their responsibilities as needed. Anyone not able to complete any duty must inform the project manager/lead representative as soon as possible to allow time for the team to adjust accordingly.

#### **IX. Assurances**

Each member of the group hereby assures and stands for:

1. Agrees to be bound to every statement and assurance made by the lead applicant in the application.
2. Has all the requisite power and authority to execute this MOU.
3. Is familiar with the group's Give application and is committed to working collaboratively to meet the responsibilities specified in this MOU to ensure the GIVE project's success.

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### (MOU) GIVE 2021 for Bledsoe

4. Will follow all the terms of the Grant and all applicable State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of THEC.

#### **X. Modifications**

1. Consistent with the group's responsibility to implement the approved GIVE application, this MOU may be amended only by a written agreement signed by each of the group members. Modifications of this MOU do not relieve members of the group from implementing the content of the approved GIVE application; therefore, any modification that would require a change in the approved application must be approved by THEC
2. Moreover, in no case will a modification of this MOU relieve any member of the group of its responsibility to ensure that the MOU details the activities that each member of the group is to perform or release any member of the group from every statement and assurance made by the group applicant in the application.

#### **XI. Effective Date/Duration/Termination**

This MOU shall take effect upon the lead applicant's receipt of a notice of grant award of giving funds from THEC.

This MOU shall be effective beginning with the date of the last signature hereon, and, if a GIVE grant is received, ending upon the end of the grant project period. Because any award of giving funds by THEC to support the group application is contingent upon the execution of this MOU by each party to the group application, the members of the group also agree that they will not end this MOU before the end of the grant project period without THEC approval.

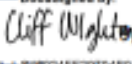
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### (MOU) GIVE 2021for Bledsoe

#### XII. Signatures

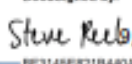
1) *TCAT Crossville President*

DocuSigned by:  
  
8/16/2021  
Cliff Wight President TCAT CROSSVILLE

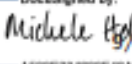
2) *TCAT Crossville Representative*

DocuSigned by:  
  
8/13/2021  
William Bruce Project Manager TCAT Crossville

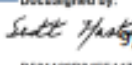
3) *Bledsoe County High School Representative*

DocuSigned by:  
  
9/14/2021  
Steve Reel BC CTE 9-14-21

4) *Work Force Development Representative*

DocuSigned by:  
  
9/14/2021  
Michele Holt Executive Director

5) *Industry Partner Representative*

DocuSigned by:  
  
9/15/2021  
Scott Haston Owner Scott Haston HVAC Services

6) *Industry Partner Representative*

DocuSigned by:  
  
9/13/2021  
GARY TURNER OWNER TURNER REFRIGERATION

## “Building” the Construction Workforce in a Rural, Distressed County

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